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TOWN MEETING



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"HAVE MASS PRESSURES INVADED THE CAMPUS?"

Speakers:

DR. J. SEELYE BIXLER

DEAN ERNEST C. MARRINER

DR. CLIFFORD H. OSBORNE

Moderator:

DR. SHEPHERD L. WITMAN



Broadcast from
Colby College
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BULLETIN OF AMERICA'S TOWN MEETING OF THE AIR

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"HAVE MASS PRESSURES INVADED THE CAMPUS?"

ANNOUNCER: Tonight's TOWN MEETING originates from the Mayflower Hill campus of Colby College, Waterville, Maine. Chartered in 1813, Colby is one of the nation's oldest co-educational colleges of liberal arts -- located on a magnificent 750 acre new campus where 22 buildings have been erected since 1942.

"A Venture of Faith" is the phrase the late Franklin J. Johnson, Colby's president-emeritus, chose to describe this move to a new site. The venture caught the imagination of thousands who contributed, and who are contributing, funds, time, and talent to enable Colby to complete its new plant. Under the direction of President J. Seelye Bixler, the beautiful buildings have been matched with an educational program of stature and significance.

In these and other offerings, Colby works with an energetic Waterville community to which it is bound by decades of close cooperation. Often referred to as the "industrial and cultural heart of Maine," Waterville is not only the home of Colby, it is the home of such nationally known concerns as Hathaway Shirt, Scott Paper, Keyes Fibre and Wyandotte Worsted.

Now to preside as moderator of our discussion, here is Shepherd L. Witman, Director of Residential Seminars on World Affairs. Dr. Witman!

DR. WITMAN: TOWN MEETING opens the 1956 Colby College Academic Convocations on the theme "The Re-discovery of the Individual" and which, during the coming week, will bring to the Mayflower Hill campus many notables -- Clarence Randall, Robert Maynard Hutchins, Robert Penn Warren, Mildred McAfee Horton and others. This is a very auspicious occasion for us, and we are delighted to start this program and wish you well on the rest of the week's program.

I have known that there are many fine people in the State of Maine for a long time, but today I had an occasion to test it in reality. I was stranded in two different cities as a result of the blizzard that has been sweeping this part of the country and finally was rescued out of Portland by a number of fine people and there were many other people who made it possible for me to be rescued and to be here. I am awfully sorry to report, however, that Russell Kirk didn't have as good luck as I had and he had to turn back half way to this program, so we're not going to have Mr. Kirk with us, but we have two very able substitutes to tackle this subject and I'll tell you who they are shortly.

This is a very important topic that we are talking about tonight, because it involves education of our youth. It involves the usefulness of our colleges -- the very vitality of the college -- the very way it is able to function effectively -- the way in which the future of our country is going to be shaped out of the intellectual life which the colleges themselves nurture and develop. Many, many people are concerned, in fact, about the way the colleges are run. You may have noticed yesterday that the newspapers carried considerable accounts of the action of the American Association of University Professors which censored six colleges and universities in this country for practices they do not approve. I wonder if these censors were sound -- we wonder what the practices were -- we wonder how we feel about such things. In any case, we have a vital subject and let's get into it. We're going to have each of our speakers first of all present their views and we'll hear first from Dr. J. S. Bixler.

Dr. Bixler is the President of Colby College. He left a professorship in Theology at the Harvard Divinity School in 1942 to accept his present post. Dr. Bixler is a trustee of Amherst College where he did his undergraduate work; of Radcliffe College (where he did not do his undergraduate work) and until very recently, the International College of Beirut in Syria. Among the books which he has written are "Religion for Free Minds," and "Conversations with an Unrepentant Liberal." Dr. Bixler!

DR. BIXLER: Mr. Chairman, I judge that you are reserving the privilege of introducing our guests for yourself. I won't name them as obviously you would like to

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name them, but I simply want to say that we welcome them very heartily and we thank them for their willingness to step in at the last minute and take part in our program. And I should like to say also that we greatly regret the inability of Mr. Kirk to be here. Possibly in some snow bank in Greater Boston he can hear my words as I am speaking now, and I would like to convey to him over the airwaves our extreme regret that he is not here and our hope that he may be with us on the campus at some future time. Apparently, this evening, it's mass atmospheric pressures -- rather than mass pressures of public opinion -- that are invading the campus and interfering, to some extent, with our life here. Of course, these pressures are a little more difficult to control than the public pressures that we are going to talk about this evening. Our hope is that the colleges will have something to say and to do about these public pressures, and that they can be effective in the right way.

I think that mass pressures always invade the campus in the sense that life on the campus is always affected by what the general public thinks and feels. It seems to me that the chief pressure comes from the difficulty the public has in understanding what the college and, in particular, the college of liberal arts, is trying to do. Ask a college graduate what he really got out of his education and he will often find it hard to reply. Ask a student why he chose a college of liberal arts and he will not necessarily have a clear answer. He has a vague feeling that a diploma will bring a higher salary along with social prestige, but he is not apt to have any actual conception of what the study of history, literature and science should mean in the way of broadening his mental horizons and deepening his emotional life.

What we do not understand we tend to distrust and even to fear. Americans distrust the intellectual. They call him "brain trust" or "egghead." To a great many people it was said recently the word "scholar" is (itself) a sort of cuss word. An advertiser seeks endorsement for his product from one who can hum or croon or blow the trumpet or slide safely to second -- never from one noted for his ability to write and think. The pity of it is that this negative attitude carries over into student life. If the ends and aims of study are not clearly understood outside the campus, the student finds it that much more difficult to see for himself what his college work means and to enter into it with enthusiasm. Too often, the regretful senior exclaims: "I didn't realize -- I only wish I had started sooner."

Even in the case of the one branch of higher learning of which the public thoroughly approves, that is, technical training, I am inclined to believe that what we find is not so much real insight into the problem as an unthinking eagerness for immediate results. Professor Rabi, the distinguished Columbia physicist points out that scientists themselves are being treated like commodities. "The great drive now going on," he says, "to increase the number of scientists and engineers takes on the appearance of stockpiling of tungsten and copper." We are more influenced by our fear of Russia, he believes, than by a real concern for the vitality of our scientific work. In other words, mass pressures seem always to be exerted for the useful skills that are needed right away, instead of the independent thinking so important in the long run.

Finally, mass pressures become painfully acute in times of hysteria. A few years ago we saw what happens when teachers' oaths are imposed, text books examined and public utterances watched for signs of heresy. At such times, teachers and students alike begin to feel that it is just as well to stay on the safe side and keep away from controversial topics. It is only by constantly asserting and explaining the rights and duties of the free mind that our colleges can hope to maintain what Einstein once called, "the holy curiosity of inquiry."

DR. WITMAN: Thank you very much, Dr. Bixler. And now, Dean Ernest C. Marriner, who is Dean of the faculty and a graduate of Colby. Dr. Marriner has been on its staff for over thirty years. His radio program, "Little Talks on Common Things," has been a popular feature of Station WTVL for eight years, and he is author of the book, "Kennebec Yesterdays." Dean Marriner is also a member of the State Board of Education.

We're delighted that you were able to come in with us, Dean Marriner, and we certainly appreciate your helping us in the absence of Dr. Kirk. Dean Marriner!

DEAN MARRINER: I would like to say just a few words about a kind of pressure that I am sure is not intentional. Nobody means to bring this pressure on any college campus, but for that very reason, for its subtlety, it is perhaps very dangerous. It is the pressure for mediocrity. One of the speakers in our convocation next week will be Dr. Robert Maynard Hutchins who was, for a long time, the president and then chancellor of the University of Chicago, and is perhaps the stormy petrel of American education. Dr. Hutchins very recently referred to this particular kind of pressure in these words: He said he saw coming custodial institutions for delayed adolescents, staffed by adolescent sitters called professors. Now I don't share at all that extreme view, but the very extremity of the word shows there is something for us to be watching into and resistance to this pressure of levelling down, in our quality, is a real pressure upon us. It comes because of a difficulty that we face. It can perhaps be put in these words: How can we at the same time have in higher education quality and equality, because in this nation we are committed to the doctrine and the principle of equality in education. And we mean by that the equality of opportunity for every individual, regardless of race or color or creed, to have the necessary freedom to be challenged and guided toward the maximum fulfillment of his own unique abilities.

Now we're facing, very sharply, this tremendous pressure of numbers upon all our American education. And as we are facing it in this problem that we have of quality and how can we keep up the quality and at the same time equality, I am reminded of a very fine address I heard a number of years ago on the "Herald Tribune Forum" -- an address that closed the forum by Walter Lippman, in which Mr. Lippman took as his title and topic, "One World of Diversity," and that world of diversity must be in our colleges -- different kinds of higher institutions to keep up, each in its own way, a quality that gives us equality.

DR. WITMAN: Thank you very much, Dean Marriner. Our third heroic pinch-hitter, to whom we are also greatly indebted in the absence of Dr. Kirk, is Dr. Clifford H. Osborne. A former pastor of the Methodist Church, Dr. Osborne has been Chaplain and Associate Professor of Religion right here at Colby College for the past six years. He is a graduate of the University of London and is author of the book, "The Religion of John Burrows." Dr. Osborne!

DR. OSBORNE: Mr. Moderator, there is another kind of pressure which ties in with the term used by Dean Marriner just now, and that term is "creed." I have in mind the pressure which is not generally thought of, but which is being felt increasingly on many campuses across the country, and that is religious pressure, more particularly, denominational pressure. Chapels are being erected -- religious foundations are being started on the edges of campus -- organizations are springing up on many a campus -- as they have never done before, in an effort from the point of view of denominations to, shall we say, "indoctrine" the students who happen to be in a particular location.

On the face of it, this may not seem to be a pressure. It may seem to be quite harmless, but I have some questions to ask about this which I find rather disturbing. We do not always realize that a campus represents not simply a set of classrooms, a group of classes, but it is a life -- a life lived together -- a life shared where co-operative activities are undertaken -- where conversation should go on back and forth, not only between faculty and students, but also among students themselves, and the conversation, using that in its widest sense, not only about academic matters but about all matters, about the most serious matters in life. About spiritual matters, in other words.

Now, with these increasing pressures from the point of denominations, each trying to take students for so much time for study, for discussion, for recreation and for worship, the tendency is to splinter the campus at the spiritual level. The spiritual level is important because it may be a bad level that the campus itself can

exert pressure against the outside pressures. It may be at the spiritual level that something significant can be said about these mass pressures which come to us from the outside.

The point I want to make, in short, is this: That with this situation, what should be a university -- a spiritual university -- may turn out finally to be a spiritual multiversity, and that I would deeply regret.

DR. WITMAN: Thank you very much, Dr. Osborne. Now, gentlemen, you have each given us a very clearly defined point of view and I don't need to restate that as an essence you have made a very clear presentation, each of you, and each of you have presented something different. Let's take our usual few minutes to see what you have to say about each other's comments. Shall we start back again with Dr. Bixler?

DR. BIXLER: Mr. Moderator, I couldn't agree with anything more than I agree with Dr. Osborne's statement, made just now. I think we live at a time when we see on all sides a rising tide of denominationalism, of sectarianism. I think that we see divisiveness, conflict, strife in national life and, alas, in religious life where, of all places, it should not occur. It seems to me that college is exactly the place where it is possible for us and right for us and appropriate for us to assert our unity -- to come together as children of a common father -- and to assert the common nature of our aspirations. And I think that whatever is right and good in denominational life is not harmed by having the college insist upon this particular quality in its religious work. As to what Dean Marriner said, I should like to make one comment along these lines. I think the problem that he raises is one of the serious problems that colleges face, particularly as we see what has been called "the bulge in the population" and know that college enrollments are going to be greatly increased. We know that the problem of the gifted student, both in school and in college, is a very serious one and as our colleges expand, this problem of the gifted student will be more and more serious. But it is one of those problems, I think, which can not be solved simply. We are not going to solve it, for example, by saying that we'll just take the student with high standing, with high scores. If you ask me why not, I'd find it very difficult to reply but I would say that as I have observed certain educational institutions which have tried to solve it that way, I think that their methods have not met with success. I'd also say this -- you take a college like Colby and I would hate to have the time arrive when the boy or girl whom we call, for want of a better name, the "average" boy or girl could not find admission. One reason is, when a boy or girl comes to college you don't know surely what his ability is; you don't know what kind of stimuli are going to be brought to bear on him; you don't know what his responsiveness is going to be. So many are, to use the common term, "late bloomers," and as one probations officer said, "Yes, some of them are century plants." Nevertheless, in that remark there is a great truth and we cannot disregard the fact that in planning for the admission policies of our colleges we have got to make provision for the best kind of education for the boy of average ability.

DEAN MARRINER: I would like to make just a comment about those eggheads that President Bixler spoke of. If the world of business, industry, politics feels that way -- and it certainly has felt that way -- about the men who preside in college classrooms, the fellows in the college classrooms, in my opinion, are very largely at fault. The ivory tower tradition has pretty much made that conclusive in the minds of people who look upon the colleges, that the fellow who does work with his mind can't possibly be interested or he can't even learn how to meet a payroll or do the things that industry and business are expected to be concerned with. But on the other hand, I try to remember that while Robert Browning wrote that very significant poem, "The Grammarian's Funeral," extolling the life of the esoteric scholar, what we wrote about was, after all, a funeral and I don't want to see the funeral come to higher education in America because it is divorced from the market place and the forum and I hope that we shall somehow, in these coming years, be able to do even more than we've done, and we've done a great deal, to narrow the gap between the man who trains the mind and the man who minds the train.

DR. WITMAN: We're on the campus of Colby College where we are discussing this important question of mass pressures on the campus. We have said so far -- and this is a tremendous oversimplification, that one of the pressures is a public misunderstanding of the aims and objectives of the college and what they should properly be; and one is the pressure for mediocrity; and that one is the pressure of denominational fragmentation, which is appearing more and more on the campus. These were the points of view taken by the speakers in their original presentation. Two of our speakers have answered and spoken to this and we'll hear from Dr. Osborne. Dr. Osborne, do you want to comment before I fire another question at all three of you?

DR. OSBORNE: Just an anecdote, Mr. Moderator. I remember reading how the late, great Archbishop Temple of England was talking to his father, who was also the Archbishop of Canterbury when he was a young fellow, and he asked his father, "Father, why is it that the philosophers do not rule the world?" And his father replied, "They do, silly" -- I suppose if he had been an American he would have used another epithet but he said, "They do, silly, about fifty years after they are dead." There is a truth there which I think we should not overlook. People do unquestionably inhabit ivory towers. Nevertheless, the ivory turns out to be transparent after a while, it seems to crumble away and the ideas which are generated in those ivory towers can be very potent indeed, as we, ourselves, have seen. And I think that ideas may need ivory towers sometimes, to be brooded upon, and to come to some fruition. And so, very briefly, I am going to say there is a place for the ivory tower. It can turn out, I think, to be very influential in the long run.

DR. WITMAN: Dr. Osborne, I think you have started to answer one of the very important next questions for us to consider, and that is, how can the college meet these pressures? I think we have to turn this discussion now to an analysis of what can be done on the campus to battle the pressures which we have been analyzing and suggesting so far exist. You have suggested in one element of this that the preservation of the concept of the ivory tower in its best sense should be maintained on the campus. Let me further ask you what is the role of the faculty in other aspects? What should the faculty do to preserve the security of the campus against mass pressures?

DR. BIXLER: I don't think you can make any hard and fast rules for faculty members. I think that some should do the type of work which keeps them pretty well immersed in the library, the laboratory. I think that they are frequently serving the best aims of society by doing exactly that. I think that others may tend to become aloof from these mass pressures and the actual concerns of society if they remain too cloistered and secluded so, as I say, I think that faculty members are individualists and should be and I think that their work is different in different fields. I do think that the institution, as such, has a real responsibility. Is it all right to use our college as an illustration?

DR. WITMAN: Please do -- yes.

DR. BIXLER: At Colby, for example, we are making a good deal of adult education courses, extension courses in the evening, we have a large number of summer institutes, and we have devised plans for bringing people from other walks of life to the campus and giving them the kind of instruction that they are interested in. It is perfectly true that much of the time this is technical and vocational instruction, but not all the time by any means, and frequently in the technical courses themselves we are able to inject an element drawn from the liberal arts. I'm sure that that is an obligation of our higher education institutions these days.

DEAN MARRINER: Mr. Chairman, in connection with the question you asked, I'd just like to put a microphone in that ivory tower of Dr. Osborne's because I realize that the ideas must be mulled over for some time past an individual, but there comes a point when we owe it -- we in the academic profession -- owe it to the public to try to make them understand what we mean by the life of the mind and how that can impinge upon what I formerly called the forum and the market place -- that we do not let it become the esoteric thing lest, after all, that ivory does not crumble away but becomes

some kind of a fossil. We're called fossils, you know, very much. We teach in the colleges but we don't like to have that implied about the whole educational system of America.

DR. WITMAN: I think, Dean Marriner, you are moving us into an area in which there are some very practical and immediate questions in the minds of a good many faculty people -- practical questions in the minds of a good many people outside the campus -- and let me draw to the attention of all three of you this very specific problem. Yesterday the American Association of University Professors censored six, I believe it was, colleges and universities in the country and here I am now reading from the dispatch in the "New York Times" of this morning, in which it says as follows: "In each case, the institution was charged with dismissing faculty members who had invoked the Fifth Amendment before Congressional committees, had refused to cooperate with the committees, or had refused to take loyalty oaths." Now, were these men, in your judgment, failing to meet responsibility as faculty members? Were they failing to occupy the appropriate and proper role of the faculty in the development of the kind of campus you gentlemen have been talking about in the last few minutes?

DR. BIXLER: I think that anyone who comes to me and says, "Would you dismiss a professor who appealed to the Fifth Amendment or refused to sign a loyalty oath?" is doing exactly what these mass pressures do when they are at their worst. I think he is pointing a pistol at my head and saying, "Would you or would you not do this, and give me an absolute and general rule." And I think that the essence of our life in academic communities with the freedom that we must have if the academic community is to thrive requires that we do not set up general rules which are supposed to apply to all cases without examination of the particulars involved, so I am in sympathy with the remarks that I believe Senator Taft made some years ago, when he said these matters should be left to the discretion of the institution -- they should not be determined by general rules or by a demand from outside. They should be left to the discretion of the institutions because the institution is in a position to inquire about the particulars, to seek out the facts, and to make a judicial decision on that basis.

DEAN MARRINER: Mr. Chairman, the sentence that you read from the newspaper report wants to gather those various colleges and those various cases in a single sentence. Now, the journal of the Association of American University Professors, in its current issue, contains many, many pages devoted to those specific cases and what would be the committee's report -- and those cases are just as different, one from another, as one could possibly imagine and still bring them under that same sentence. So I want to agree emphatically with what Dr. Bixler has said, that each case must be faced on its own merits and ought to be faced by the institutions concerned.

DR. WITMAN: I gather that both of you gentlemen feel that failure to testify, under seeking defense under the Fifth Amendment or invoking the Fifth Amendment does not, in itself, constitute cause for dismissal, but that it may. Is that correct? Well, I guess that's clear and precise. We may not agree with it, but it certainly is clear and precise. How about the loyalty oath? Do you want to talk to that, Dr. Osborne?

DR. OSBORNE: Yes, I think that the loyalty oath or refusal to take the loyalty oath should not be grounds deemed sufficient for dismissal. I do feel that every case should be taken on its merits -- that each individual should be evaluated on all aspects of his life on campus and also his life as a citizen. Therefore, I could not go along on that.

DR. WITMAN: I want to move on. We have to move on because there are a great many questions from the floor, too, but I want to ask a question before we get to that. I have recently been reading, and I think all of us have heard for some time, that part of the American university is to teach the American way of life. How do you feel about that? Do you think the college should teach the American way of life, and how?

DR. BIXLER: I feel about that the same way I feel about the question so often put to me -- do you teach good citizenship? Now, what does the question mean? When a

person asks me that I always look at him and say to myself, "What do you mean by good citizenship?" Probably, as you should, you mean voting the straight Republican ticket. That's one perfectly good definition, but it isn't the only definition of what good citizenship means. I think the job of the college is to teach its students to be intelligent citizens, with the idea that they will be better citizens by being intelligent than they could be otherwise. I feel very much the same way about teaching the American way of life. I think if we teach a student to choose for himself what the best way of life is, he will naturally choose the American way of life.

DR. WITMAN: Is there any faculty disagreement with that point of view? No, they both say no. Then, let's come to the question which came from our listening audience. This week's winner of the American Peoples Encyclopedia is Mr. Francis Mollet of Omaha, Nebraska, who submitted this question: "Is it desirable that the campus be completely insulated from mass pressures?"

DR. BIXLER: Absolutely not! To be insulated from mass pressures means to be ignorant of them. There is a very great difference between being insulated from the pressure and being independent in one's judgment about it. We want independence of judgment, but that certainly does not mean insulation. It means that we want to know all about the mass pressures and if they are bad, we want to be in a position to combat them. We believe that the free, rational mind can combat pressures which are bad and can contribute to pressures which are good, so not insulation but independence is what we are after.

DR. OSBORNE: I should like to say that that is an ivory tower I do not believe in at all. The campus can learn a great deal from mass pressures. It can understand how the citizens of a country are thinking. I think it has just as much to learn and I think that, on the other hand, those who are involved in mass pressures would have a great deal to learn from the campus if the traffic were two-way. My answer, therefore, is definitely no insulation or isolation.

DEAN MARRINER: I am wondering just what the questioner meant there. If he meant isolation by insulation or whether he meant something else. If he meant by "insulation" a protection through various methods by which the college and the university shall not be overthrown in independence, that is, the current shall not be able to reach from the mass pressures because if he means that, I think that kind of insulation is justified.

DR. WITMAN: I can twist this question slightly by pointing out that you are not going to be insulated from a mass pressure as I look down here in the audience. We better get going on our audience questions. Let's take the first one right here.

QUESTIONER: Dr. Bixler, what is your evaluation of the trend to abolish secret societies on college campuses, such as fraternities and sororities? This is a question that we collaborated on and I don't want to take full credit.

DR. BIXLER: You may be sure I did not do any collaborating on that question.

DR. WITMAN: I was wondering whether something was fixed there.

DR. BIXLER: I think that the trend of secret societies, as I have seen them, not only at Colby but on many campuses, is, alas, towards anti-intellectualism. Now, I may not have sufficient evidence, but I have some and as I say, I am judging from visits to various different campuses. Fraternity life today seems to me to be very different from what it was when I was in college. There seems to have been a great change, first of all, caused by the first war and again, I think, by the second war. If that trend continues, I think that secret societies are not going to find that they have much to contribute to college life. If that trend can be combatted and if the course of events can be changed so that fraternities and sororities take seriously their responsibilities as members of a college community and, particularly, their responsibilities toward the intellectual life of a college community, then that is a different matter.

QUESTIONER: Dean Marriner, have the mass pressures that saturate college admissions offices with candidates been injurious or helpful?

DEAN MARRINER: The mass pressures, and I suppose they do effect admissions officers -- if not saturate them as the question asked -- can, of course, be injurious if they are seriously listened to widely over our nation or in the colleges. My experience, both with the operations of admissions officers of colleges, the operations of the group that makes up the college entrance examination board, is that those pressure are not effected generally in our colleges. I hope I have answered the young man's question.

QUESTIONER: Dr. Osborne, do you feel that such organizations as the YM-YWCA and the Student Christian Movement might tend to diversify the belief of the religious student to such an extent that he finds it impossible to participate in the particular doctrine of the church in the community in later life?

DR. OSBORNE: I do not think so because the organizations mentioned are inter-denominational organizations. They carry a broad spiritual basis. My own conviction is that the fellowship, the discussion, the mutual study which goes on within those particular organizations will enrich the religious faith of the student and will make him an even more intelligent, or can make him a more intelligent and a more devoted member of his own church, whatever it happens to be.

QUESTIONER: President Bixler, how can the liberal arts graduate of 1956 convince a materialistic businessman who is a potential employer that a general background is useful for something more than winning quiz program prizes?

DR. BIXLER: I would like to quote a businessman with whom I had lunch in New York the day before yesterday. He said this -- he said business has at last begun to realize that it cannot pay too high a price for management, for good management. His point was, of course, that business is believing, more and more, that the type of ability it needs for management, for leadership, for the new conditions which business and industry confront today, is going to come from the liberal arts colleges.

QUESTIONER: Dean Marriner, in view of the large number of prospective students that will soon invade the campus, can and will the small colleges, like Colby, retain their element of smallness or will the public pressure demand that they expand?

DEAN MARRINER: That's a very serious question and every college has got to consider it and consider it thoroughly because there is coming to us increasing evidence that no college can stand aside and glibly say, "We will not face this problem." Every college must face up to it. I do believe, however, that in facing it, colleges can remain small and do the job that they intended to do. How much expansion any college will make or how many colleges can stay without any would take a long discussion, much more than we have time for tonight, but I do answer that question in the affirmative, namely, that the colleges can remain small.

QUESTIONER: Dean Marriner, do you think that in the interest of security, it is justifiable for professors to take a constitutional oath?

DEAN MARRINER: I agree with what Dr. Osborne has already said, that those oaths are not necessary and should not be imposed upon the teaching profession and pick them out from all others.

QUESTIONER: Dr. Bixler, are academic requirements limiting the student's freedom of choice and moral responsibility?

DR. BIXLER: I think that academic requirements may be the best way, in some instances, of furnishing a basis for the student's own freedom. I think there are two different types of curriculum, both good and at extremes. I think there is the curriculum with a lot of free electives which are worked out within a well thought out plan, so that, for example, major requirements and distribution requirements are met. On the other hand, I can easily conceive of there being a first class curriculum which has been so well planned that each course fits into a particular niche and practically all the work is required.

QUESTIONER: Dean Marriner, has the mass pressure for scholastic success invaded the integrity of the individual? If so, is there such a trend which an honor system would help to counteract?

DEAN MARRINER: That question is one which must, in my opinion, be answered in the conscience of every individual as a student. He must ask, "Has it invaded my integrity as a student?" I hope it has not invaded the integrity of students broadly. Your question, of course, is: Is the cost too great even if it has? I think the cost is not too great to keep up the quality that we have. We must find some other way to whip the moral issue.

QUESTIONER: There are many colleges all over the country, Dean Marriner, I am sure, which are considering an honor system. Would you care to comment on that phase of academic life?

DEAN MARRINER: I have for long favored the honor system in Colby or any other college, at any time when the students are ready for it and ready to impose the penalty.

QUESTIONER: Dr. Osborne, are students more prejudiced than average people in racial matters?

DR. OSBORNE: I think that students, on the whole, are less prejudiced than people off campus in racial matters, and religious matters too.

QUESTIONER: Dr. Bixler, do you feel that young people today overemphasize the importance of personal security and if so, how does this effect their intellectual activity?

DR. BIXLER: I would say this -- I think that there is a great deal more emphasis on and interest in what you call personal security. I suppose we mean by that emotional security, primarily. Long ago, when I was in college, we hardly ever used the word "security." Now it is, of course, very commonly in vogue. It's very easy to understand the reasons for that and I would be surprised if students were not interested in security. I do think that there is a tendency among students, as among all of us, to talk about it too much, to emphasize it too much, and to use this to divert our attention from other things.

QUESTIONER: Dean Marriner, what is the effect of mass pressures for mediocrity and the belief that a university is a community of scholars?

DEAN MARRINER: A university, in my opinion, cannot remain a community of scholars if it gives way to the pressure for mediocrity.

DR. WITMAN: I am going to ask a question on behalf of one of the members of our unseen audience, Russell Kirk, who is not able to be with us on account of the storm. Let me ask you a question from his book. He says this: "Academic freedom is the principle designed to protect the teacher from hazards that tend to prevent him from meeting his obligations in the pursuit of truth." And then he goes on to say in another phrase, "For my part, I am convinced that academic freedom is a thing apart, different and peculiar, and that we would be foolish to confound it with the vaguer term, intellectual freedom." I think this has a bearing on the last question. How do you feel about this concept of academic freedom as a thing apart, the creation of a community of scholars?

DR. OSBORNE: When you are talking about academic freedom, you are talking about a vocational freedom, something which inheres in a particular vocation and, therefore, I happen to agree with Mr. Kirk that it should not be confused with what we call intellectual freedom. Each job, each profession has its own requirements, its own goals and, to some extent, its own standards, its own ideals -- and here is one of those cases. It is a special kind of freedom.

DR. BIXLER: I would agree entirely with Dr. Osborne and I would say simply this: It seems to me that the university or the college has a special function in our society. It is set aside and the students and teachers in it are set aside by society to do a particular thing, and that is, to think. Now, thinking must be conducted in an atmosphere of freedom, otherwise, of course, it doesn't live up to its name.

DEAN MARRINER: I agree heartily that there must be the protection for independent thinking and independent teaching in our colleges, and I believe that that must be protected from these pressures that come upon us, but that we should understand what

these pressures are and not take, as teachers, the snobbish attitude -- This is I, I can do no wrong.

QUESTIONER: Dr. Osborne, do you believe that in a liberal arts college there should be a non-denominational religious service on Sunday which would be compulsory for the college student.

DR. OSBORNE: I think no religious exercises should be compulsory -- period.

QUESTIONER: Dr. Bixler, how can a liberal arts college attack mass pressures of fear and anxiety which invade through censorship and restriction of subject matter?

DR. BIXLER: I don't know how to answer that except in the obvious way that I think it should not allow censorship within its own community. I think that freedom of thought means what it says, it means freedom of expression. I think, of course, that it's easy to interpret freedom in an anarchical way and one of the criticisms that colleges so often get, and probably justifiably, from outside, is that in its attempt to be free it has no convictions of its own. Obviously, the college does stand for something. It does stand for something very definite and it fails in its mission if it doesn't make clear to its students constantly what it is standing for, but there seems to me to be no contradiction between that and freedom of thought because what it stands for, after all, is the work of the rational mind. And it is its task, as I see it, to bring out clearly what are the implications of rationality.

DR. OSBORNE: I would like to add, Mr. Moderator, that I think this academic freedom we crave and claim also carries with it social responsibility. I would like to underline that. That is our responsibility which goes along with the right or the privilege of our academic freedom.

QUESTIONER: Dean Marriner, do you feel that American mass education is sending students of a poorer quality to our schools and, consequently, lowering the intellectual standard?

DEAN MARRINER: There is always that danger -- that when you build up in quantity, that the quality must suffer in order to meet the quantitative requirements. For instance, Dr. Ordway Tead has recently said that instead of saying now that 110 IQ is good for college, the country is saying pretty generally 100 to 105 is all right for the college in the old understanding of what a college is. Now, to me, that is certainly a tendency of a lowering in quality in order to take care of quantity.

QUESTIONER: Dr. Osborne, you said we might be able to combat the outside pressures at a spiritual level. My question is, what particular outside pressures were you referring to and why do you feel we can combat them better at a spiritual level?

DR. OSBORNE: Where you have group pressures, the kind of group pressures we have been talking about tonight, you have some implications about the meaning of human personality, what you think you can do with other peoples' personalities, what you think you should do to further your own interests. These all, to me, have spiritual implications and I think that there are spiritual answers. Pressure of the kind we have been talking about means manipulation of other people. That to me is a spiritual question. That's what I meant.

QUESTIONER: Dr. Bixler, are not required courses in a supposedly liberal arts college a part of mass pressure?

DR. BIXLER: I don't think so at all. I think that what we mean by "mass pressure" is the kind of unthinking, dead weight of public opinion which we so frequently feel the effect of. Required courses ought to be and certainly usually are, in college, the result of very careful thought on the part of faculty members who design the curriculum. The difference is between the product of rational thought and the product of an unconscious urge.

QUESTIONER: Dean Marriner, do you feel that the students of today are more influenced by pressures to conform intellectually and socially than previously?

DEAN MARRINER: My honest opinion is that the students today are less influenced by these pressures than they were in my own time in college and, as was said by our moderator, that's many, many years ago.

DR. WITMAN: I didn't say that at all.

QUESTIONER: President Bixler, what are the pressures for and against the subsidized athletic program in the various groups, such as alumni, student and faculty elements?

DR. BIXLER: What are they?

QUESTIONER: We all know they are there. I want to know what Colby and your personal opinion is on the subject.

DR. BIXLER: My personal opinion is that they should be rejected. Colby has no athletic scholarships -- period.

DR. WITMAN: We have been talking here to tonight at Colby College on the question: "Have Mass Pressures Invaded the Campus?" I think we have discovered that at least they are invading the campus, whether we can use the past tense or not, I am not sure; and that if we lump together the answers which have been given to these many questions, I believe they would come into the compact form of protection in the strengthening of the spiritual and intellectual life of the campuses of this country.

I want to thank our speakers, very much indeed. Dr. Bixler, for your contribution; Dean Marriner, Dr. Osborne — the latter two particularly for the fine way in which they stepped in to take the part of Mr. Russell Kirk.

Our thanks to Colby College, the hosts for this broadcast on its magnificent campus at Waterville, Maine.

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